

Beam Primary School

Self-Evaluation 2025/26



About Beam Primary School

► About the school

Beam County Primary School is a highly inclusive, nurturing community where pupils “thrive at this highly inclusive school” (Ofsted, 2025). We serve a diverse community, the school is committed to excellence in teaching, personal development and safeguarding, ensuring every child feels valued, supported and inspired to succeed. (Ofsted, 2025).

Key Strengths * High-Quality Education - Ofsted recognised the strength of teaching and curriculum design, noting that

“the school has developed an extremely ambitious curriculum” with clear sequencing from Nursery to Year 6 (Ofsted, 2025). * Pupils “achieve exceptionally well, including in national assessments, and produce work of a high quality across the curriculum.”

Outstanding Behaviour and Attitudes * Inspectors found that “pupils are rightly proud of their school and enjoy their learning. They are happy, respectful and polite to each other.” * Behaviour was judged Outstanding, with a “calm and orderly” environment where pupils are “ready, respectful and safe.”

Outstanding Personal Development * The school supports pupils to grow into confident, thoughtful young people.

Ofsted highlighted how pupils develop as “active citizens with a deep understanding of empathy and responsibility.” * A rich programme of opportunities, including meaningful educational visits, helps to broaden pupils’ horizons, while international partnerships with schools in Ghana and Shanghai promote global awareness and cultural understanding.

Outstanding Leadership and Management * Ofsted praised leaders for being “highly attuned to the school’s context and priorities.” * Inspectors recognised the school’s high-quality professional development opportunities, its commitment to reducing staff workload and the strong culture within the school, noting that staff are “rightly proud to be members of this school community.”

Outstanding Early Years Provision * Children benefit from an exceptional start to their education. Ofsted reported that “routines are established and followed consistently,” enabling children to develop independence, communication and strong foundations for learning. * Staff provide “tailored support based on individual needs,” ensuring every child thrives.

Strong Support for SEND * Provision for pupils with additional needs is a significant strength. * Ofsted noted “very strong support for pupils with special educational needs and/or disabilities (SEND).” Teachers make effective adaptations and specialist provision has “a positive impact” in enabling pupils with complex needs to flourish.

Effective Safeguarding * Safeguarding is a central priority. Ofsted recognised that leaders have created “an open and positive culture around safeguarding that puts pupils’ interests first.”

Evidence of Impact * Pupils “achieve exceptionally well” in national assessments.

We are top 10% nationally for progress, and have been so consistently. * Teaching strategies help staff understand what pupils know and remember. * Pupils develop as confident and fluent readers through strong phonics teaching. * “Pupils’ behaviour is excellent” and the school environment is calm and orderly. * Parents are “overwhelmingly positive about the support their children receive.”

Looking Forward Ofsted identified one key development priority: to ensure that the recently reviewed curriculum is implemented consistently across all subjects. Inspectors noted that in some areas pupils’ mistakes and misconceptions are not always identified and addressed swiftly, and that leaders need to continue checking that the curriculum is implemented consistently and effectively.

In response, the school will continue to strengthen precision in assessment within foundation subjects, ensuring that misconceptions are identified and addressed rapidly. This work aligns with the direction set out in the government’s education White Paper, which emphasises consistently high-quality teaching, curriculum coherence and evidence-informed practice as hallmarks of exceptional provision.

This improvement will be supported through the school’s Profectus pedagogical approach, which emphasises adaptive teaching, explicit instruction, strong oracy and systematic checking for understanding to ensure that learning is consistently challenging, inclusive and impactful for all pupils.

Alongside this, the school will continue to strengthen curriculum leadership evaluation cycles and further embed instructional coaching, ensuring that leaders regularly monitor curriculum implementation and that teaching remains consistently strong across all subjects.

A School Where Children Flourish * Beam County Primary School provides a high-quality, inclusive and ambitious education where pupils flourish academically, socially and personally.

Ofsted concluded that pupils “thrive,” staff are committed and expertly led, and the curriculum is rich and aspirational. With strong leadership and clear improvement priorities, the school is exceptionally well placed to continue delivering outstanding outcomes for all learners.

Current SEF Overview

Safeguarding

Met



Exceptional

Strong Standard

Expected Standard

Needs Attention

Urgent Improvement Required

Outstanding practice that goes well beyond what is expected.

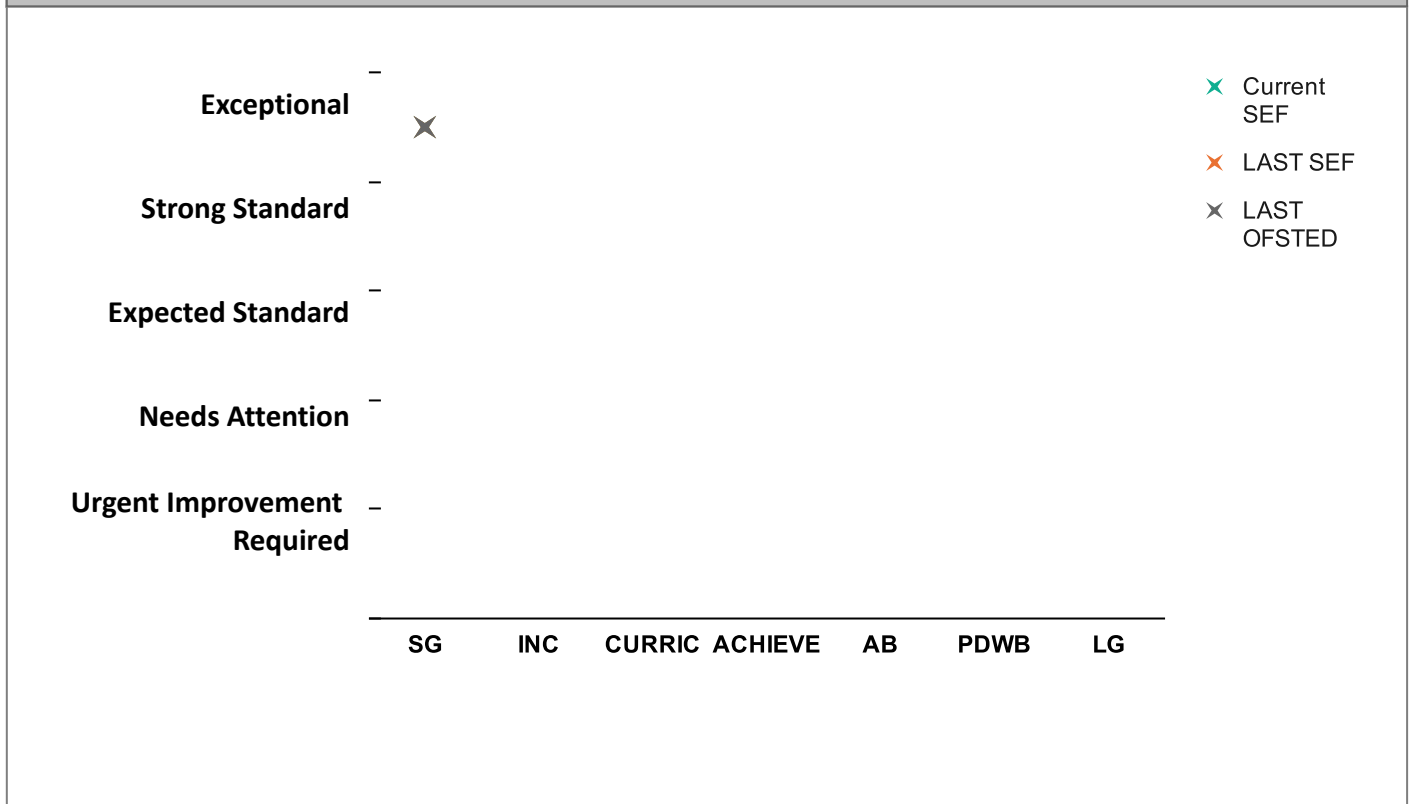
Secure provision that exceeds expectations in key areas.

Meets the standard Ofsted expects of a good school.

Below the expected standard; specific improvement needed.


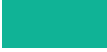
Significantly below standard; immediate action required.





Current SEF v Previous SEF v Last Ofsted







SAFEGUARDING		
Current SEF		Met
Previous SEF		Met
Last Ofsted Grade		Met
INCLUSION		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade		Outstanding
CURRICULUM & TEACHING		
Current SEF		Good
Previous SEF		Good
Last Ofsted Grade		Good
ACHIEVEMENT		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade		Outstanding
ATTENDANCE & BEHAVIOUR		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade		Outstanding
PERSONAL DEVELOPMENT & WELL-BEING		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade		Outstanding
EARLY YEARS AT SCHOOL		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade		Outstanding
LEADERSHIP & GOVERNANCE		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade		Outstanding

School Benchmarking Data:

Pupil mobility this academic year to date		Percentage of Pupils with English as an Additional Language (EAL)	
Pupils joined after census date	8.00	You	 72.7%
Pupils left before end of year	15.00	National	 22.8%
Total Mobility	4.08%		

Percentage of FSM (Free School Meal) Pupils		Percentage of Ever6 Pupils	
You	 22.2%	You	 22.2%
National	 24.3%	National	 25.9%

Percentage of SEN Support pupils		Percentage of SEN EHCP (Education Health Care Plan) pupils	
You	 19.1%	You	 2.7%
National	 14.8%	National	 3.5%

	Pupil Premium	Ever6	FSM	SEN EHCP	SEN Other	EAL
You	22.3%	22.2%	22.2%	2.7%	19.1%	72.7%
Nat Av.	25.1%	25.9%	24.3%	3.5%	14.8%	22.8%

Pupil Ethnicity Breakdown

Ethnicity Group	Number of Pupils	% of School
White – UK heritage	46	8.2%
White – Other background	86	15.2%
Mixed / Multiple ethnic groups	55	9.8%
Asian / Asian British	151	26.8%
Black / Black British	172	30.5%
Other ethnic group / Not disclosed	8	1.4%

Current Learner Characteristics by Year Group

	Total	Boys	Girls	Pupil Premium	FSM (ever 6)	FSM	CLA	SEND E (EHCP)	SEND K (General)	EAL
Nursery	51	30	21				1		11	31
Year R	58	25	33	6	6	6		1	10	40
Year 1	66	31	35	9	9	9			12	53
Year 2	70	37	33	22	21	21		3	8	49
Year 3	83	44	39	20	20	20		2	16	61
Year 4	74	39	35	21	21	21		4	19	51
Year 5	80	43	37	25	25	25		3	18	58
Year 6	82	38	44	23	23	23		2	14	67
TOTAL	564	287	277	126	125	125	1	15	108	410

SEF Update (Summary)

► SEF overview

Beam County Primary serves a richly diverse community and is guided by a clear and ambitious ethos: to provide an inclusive, knowledge-rich education in which every pupil can thrive academically, socially and emotionally. This vision is realised through a coherent curriculum from Nursery to Year 6, designed to build knowledge cumulatively and support deep understanding across subjects. Teaching is strengthened through the Profectus pedagogical framework, which emphasises explicit instruction, adaptive teaching, strong oracy and collaborative planning.

Safeguarding, wellbeing and belonging are embedded in daily practice and supported through strong relationships with families and external partners. Despite operating within a deficit recovery plan, Beam maintains a clear strategic focus on protecting teaching quality, sustaining a broad curriculum and ensuring pupils benefit from rich cultural, enrichment and international opportunities.

Across Beam, outcomes, inclusion and leadership systems combine to secure strong pupil achievement. Key Stage 2 attainment is well above national averages, with approximately 76–77% of pupils achieving the expected standard in reading, writing and mathematics, alongside above-national scaled scores in reading and mathematics.

Pupils make strong progress from their starting points, and differences between disadvantaged pupils, pupils with SEND and their peers continue to narrow. Beam's inclusive culture is deliberate and carefully monitored. Leadership systems, professional development and the Profectus framework support consistent high-quality teaching and adaptive practice. The curriculum is ambitious and coherent, enriched through cross-curricular connections, cultural experiences and a strong emphasis on oracy, enabling pupils to develop secure knowledge and confidence in their learning. Robust assessment and moderation processes support accurate evaluation of progress and enable timely, evidence-informed decisions.

Attendance and behaviour systems create a calm, orderly environment where learning flourishes. Notably, Early Years provision is recognised as outstanding, with a strong focus on language development and independence, while Ofsted also highlighted the strength of Beam's SEND provision and specialist support.

Beam is clear about the next stage of its development as it prepares for exceptional provision. A key organisational priority is ensuring consistent implementation of the recently reviewed curriculum across all subjects, particularly strengthening the identification and response to misconceptions in foundation subjects.

Beam is also focused on sustaining high attainment while continuing to reduce any remaining differences between pupil groups. The transition to a new assessment system will be carefully managed to ensure the continued reliability of data through external moderation, benchmarking and triangulation of evidence. Attendance remains an important focus, particularly for late entrants and pupils facing barriers, with early intervention strategies addressing persistent and severe persistent absence. Leaders remain attentive to staff wellbeing and workload, particularly within pastoral roles, ensuring strong support systems remain sustainable.

Leadership and governance at Beam are strong and provide clear strategic direction.

Governors offer robust challenge and oversight while ensuring safeguarding and statutory responsibilities remain secure. Even within a deficit recovery framework, financial decision-making remains aligned with Beam's priorities of teaching quality, inclusion and pupil outcomes. Senior leaders foster a professional and accountable culture in which collaborative planning, instructional coaching and targeted professional development drive improvement. External partnerships, rigorous monitoring and triangulated evidence from assessment, work scrutiny and pupil voice ensure leaders maintain an accurate understanding of Beam's strengths and priorities.

Overall, Beam County Primary is well positioned for continued improvement and the pursuit of exceptional provision. Beam combines strong outcomes, inclusive practice and coherent leadership with a clear commitment to professional learning and evidence-informed practice. The next stage of development focuses on consolidating curriculum consistency, refining assessment precision and extending opportunities for pupil leadership and enrichment. These priorities will enable Beam to sustain high standards and further strengthen the inclusive excellence that characterises Beam County Primary.

SEF Update (Safeguarding)

Current SEF Grade: Met

Last SEF Grade: Met

► Safeguarding

Strengths: Safeguarding is judged Met in the current self-evaluation and was Met previously. Leadership oversight is strong and prioritises the highest-weighted areas (A1–A5). Statutory duties are embedded in day-to-day practice; leaders maintain clear lines of accountability through the DSL team and report routinely to governors. Policies and procedures are aligned to current statutory guidance (including KCSIE and Working Together), are understood by staff, and are implemented consistently. Record keeping is systematic and secure, enabling timely identification of need and appropriate action.

Safer recruitment is rigorous, and pre-employment checks are recorded and monitored. Staff training is scheduled, current and role-appropriate, ensuring adults know how to recognise, record and refer concerns promptly.

Development priorities: To strengthen already effective practice, we will deepen quality assurance in the high-weighted areas. This includes sharpening the evaluation of training impact (testing knowledge retention and application in supervision and casework), further standardising record-keeping quality (chronologies, thresholds, management oversight and decision rationale), and enhancing safer-recruitment assurance for supply, contractors and volunteers through more frequent spot checks.

We will refine our risk-assessment QA so actions, ownership and review cycles are consistently tight, and we will widen independent scrutiny through peer review/external audit to validate our self-evaluation. We will also continue to build staff confidence in escalating concerns beyond the school where necessary and in recording low-level concerns, ensuring our culture remains open and self-challenging.

Summary: Overall, safeguarding is effective, compliant and well led, with clear assurance and a culture of vigilance and professional curiosity. Leaders act swiftly on concerns, and governance receives regular, transparent reporting to hold the school to account.

Continuous improvement is integral to our approach; planned enhancements to QA, supervision and external validation will further secure consistency and resilience as risks evolve. On this basis, the school continues to meet statutory expectations and maintains a strong safeguarding culture aligned to the EIF 2025.

SEF Update (Inclusion)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Inclusion

Overall evaluation: Inclusion is securely embedded across Beam. Systems for identifying and supporting pupils with SEND are effective, provision is routinely reviewed for impact, and leaders and governors maintain appropriate oversight to ensure that support remains responsive to pupil needs and sustainable over time.

Strengths and Effective Practice Leaders have established a clear inclusion strategy which is embedded within school improvement priorities and understood by staff.

Inclusion is routinely monitored through leadership and governance processes, ensuring clear accountability for both actions and impact.

Beam accurately and in a timely manner identifies pupils with SEND through assessment, teacher observation, engagement with families, and external professional advice. Currently 121 pupils (21.5%) are recorded on the SEND register, including 15 pupils with finalised EHCPs, with a further cohort progressing through the assessment process. Provision is reviewed regularly to ensure that support remains aligned with pupil needs.

Staff receive ongoing professional development in adaptive teaching and inclusive practice.

This is supported by the our Profectus pedagogical framework, which promotes structured teaching approaches, responsive support and high expectations. As a result, most pupils with SEND access the full curriculum through adaptive classroom practice alongside their peers.

Targeted interventions are implemented where appropriate and are delivered by trained Learning Support Assistants and teaching staff under the oversight of the Curriculum Working Party and SENDCo. Interventions are reviewed regularly to ensure they support pupil progress and participation.

Outcomes for disadvantaged pupils and those with SEND remain broadly in line with peers over time.

Leaders monitor pupil group data carefully to identify emerging gaps and respond through targeted support where required. Curriculum materials reflect diversity, and participation in enrichment is monitored to ensure equitable access.

Parents and external professionals contribute actively to the planning and review of provision. This collaborative approach supports effective communication and strengthens pupils' sense of belonging within the school community.

Overall, there is a coherent cycle of identification, support and review, enabling leaders to evaluate provision and refine practice where required.

Quality of Practice and Operational Effectiveness Inclusive practice is generally consistent across the school.

Teachers apply adaptive teaching strategies routinely, with particular emphasis on structured learning, oracy development and scaffolded support, which benefits pupils with communication and language needs.

The Profectus provision complements classroom teaching by providing additional structure for pupils who benefit from more targeted support while maintaining strong links to the wider curriculum.

Interventions are planned carefully and evaluated regularly. Leaders monitor both academic progress and levels of engagement to ensure provision remains effective and responsive.

School systems support robust monitoring of outcomes for key pupil groups.

Data analysis informs decision-making about provision, while engagement with families and external agencies strengthens shared understanding of pupils' needs.

Leaders also monitor participation in wider school activities to ensure that pupils with SEND and disadvantaged pupils can access enrichment opportunities and participate fully in school life.

Strategic Oversight of SEND Provision and Resources Leaders and governors maintain oversight of SEND provision through regular review of pupil needs, outcomes and resource allocation. This includes monitoring how staffing, intervention programmes and external support are deployed to maximise impact for pupils.

Provision is reviewed periodically to ensure that the organisation of support remains effective, sustainable and aligned with pupil needs. This enables leaders to adapt approaches where necessary while maintaining compliance with statutory SEND responsibilities.

Development Priorities and Risk The school meets its statutory responsibilities in relation to SEND and safeguarding. Systems for identification, planning and review are well established.

Leaders continue to review how provision is organised to ensure support remains responsive to pupils' needs. Current priorities include: • strengthening consistency of adaptive teaching across the curriculum • refining analysis of outcomes for specific pupil groups • ensuring interventions remain closely aligned with evolving needs • maintaining equitable access to enrichment opportunities.

The main risk identified is potential variation in practice without continued monitoring and professional development. This will be mitigated through ongoing review of provision, staff training and scrutiny of pupil outcomes.

Overall Evaluation and Assurance Leaders have established a secure and well-understood framework for inclusive practice across the school. Provision for pupils with SEND and other additional needs is supported by clear systems, regular monitoring and collaborative working with families and external professionals.

The school demonstrates strong capacity to sustain and further strengthen inclusive practice. Leaders continue to evaluate provision to ensure support remains responsive to pupil needs while maintaining high expectations for all learners.

Governors receive regular updates on SEND and inclusion, enabling them to provide appropriate challenge and oversight.

Overall, the school provides a stable and inclusive learning environment where pupils are supported to access the curriculum, participate fully in school life and develop a strong sense of belonging.

SEF Update (Curriculum)

Current SEF Grade: Good

Last SEF Grade: Good

► Curriculum

Strategic Overview Beam County Primary School provides a highly inclusive and ambitious education where pupils thrive academically, socially and personally. Leaders have established a coherent, knowledge-rich curriculum and a strong culture of professional learning that supports consistently purposeful teaching. The implementation of the Profectus pedagogical framework, alongside collaborative planning and a strong focus on oracy, is strengthening consistency in teaching and learning across the school.

Despite operating within a carefully managed deficit budget, we maintain a clear strategic focus on protecting teaching quality, sustaining a broad curriculum and securing strong outcomes for all pupils.

Strengths and Effective Practice Leaders have developed an ambitious, coherently sequenced curriculum from Nursery to Year 6. Curriculum intent prioritises clearly defined knowledge and vocabulary so that pupils build secure understanding and apply learning confidently across subjects. Ofsted recognised that pupils effectively build on prior knowledge and apply it to new learning.

The curriculum is broad and inclusive, meeting the needs of the school's diverse community. Pupils with SEND access the full curriculum through effective adaptations that support knowledge acquisition and skill development.

Cross-curricular links strengthen coherence, while educational visits, cultural opportunities and international partnerships enrich learning and broaden pupils' experiences.

Teaching is well structured and purposeful. Teachers demonstrate secure subject knowledge and present learning clearly through modelling, scaffolding and opportunities for independent application. Questioning and retrieval practice deepen understanding, while assessment informs responsive teaching and feedback supports pupils to improve their work.

Professional development has focused on oracy and collaborative planning. Staff work together through approaches aligned with Maths Hub S-Planning, collaboratively designing learning sequences, anticipating misconceptions and agreeing on instructional approaches.

Alongside this, the implementation of the Profectus pedagogical framework supports consistent high-quality teaching through explicit instruction, adaptive teaching and systematic checking for understanding.

Curriculum oversight is supported through the Curriculum Working Party, which reviews curriculum design, monitors implementation and evaluates impact across subjects.

Strategic Position Strengths * Highly inclusive school where pupils thrive and achieve well. * Ambitious and coherently sequenced curriculum. * Strong professional culture supported by collaborative planning and Profectus pedagogy. * Broad curriculum enriched through cultural opportunities and international partnerships.

Strategic Priorities * Ensure consistent implementation of recently reviewed curriculum

areas. * Strengthen precision in assessment and identification of misconceptions. * Continue embedding Profectus pedagogy and instructional coaching.

Risks and Mitigation * Financial pressures are carefully managed through strategic oversight by leaders and governors. * Variation in curriculum implementation is addressed through monitoring, collaborative planning and coaching.

Development Priorities Ofsted identified a key development priority: ensuring consistent implementation of the recently reviewed curriculum across all subjects.

Inspectors noted that, in some areas, pupils' mistakes and misconceptions are not always identified quickly enough, and that leaders should continue to check that the curriculum is implemented consistently.

The school is strengthening precision in assessment within foundation subjects to ensure misconceptions are identified and addressed swiftly. This work aligns with the direction set out in the education white paper, which emphasises curriculum coherence, evidence-informed teaching and consistently high expectations.

The continued implementation of the Profectus framework, supported by collaborative planning and instructional coaching, will further strengthen consistency in teaching and curriculum delivery.

Overall Evaluation The school demonstrates strong capacity to sustain and further develop high-quality education. Curriculum design is coherent and ambitious, teaching practice is well informed and leadership systems support continuous improvement.

Monitoring processes, professional collaboration and the implementation of Profectus pedagogy provide a secure foundation for maintaining high standards and improving outcomes for all pupils.

SEF Update (Achievement)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Achievement

Strategic Headlines * 76–77% of pupils achieve the expected standard in reading, writing and mathematics, compared with around 61–62% nationally. * Average scaled scores in reading and mathematics are above national averages, indicating secure subject knowledge and strong application of learning. * Overall attainment places

the school approximately within the top 20% of primary schools nationally for KS2 attainment. * Disadvantaged pupils and pupils with SEND achieve well, with gaps between groups continuing to narrow.

Strengths and Effective Practice Pupils at Beam Primary make strong progress from their starting points, resulting in attainment that is securely above national averages in key measures. Key Stage 2 outcomes show that around 76–77% of pupils achieve the expected standard in reading, writing and mathematics, significantly above the national figure of around 61–62%.

Average scaled scores in reading and mathematics are also above national benchmarks, reflecting secure subject knowledge and effective teaching.

Outcomes demonstrate that pupils achieve particularly well in reading and mathematics, building successfully on prior learning. Ofsted recognised that pupils “achieve exceptionally well, including in national assessments, and produce work of a high quality across the curriculum.”

Disadvantaged pupils and pupils with SEND achieve well. Targeted support and adaptive teaching enable pupils to access ambitious learning, and assessment evidence shows that many pupils develop depth of understanding alongside their peers.

Leaders’ analysis indicates that gaps between pupil groups continue to narrow over time.

Pupils show pride in their work and positive attitudes to learning. These characteristics support resilience, independence and readiness for the next stage of education.

Quality, Culture and Operational Effectiveness Assessment and moderation systems are robust and reliable, enabling leaders to track pupil progress accurately and respond quickly where additional support is required.

Internal moderation is supported by external benchmarking and professional dialogue with other schools, strengthening the reliability of attainment judgements.

Leaders analyse progress data regularly to identify trends and ensure teaching and interventions respond effectively to pupils’ needs. Targeted interventions are implemented and reviewed carefully to evaluate their impact, contributing to sustained strong outcomes across key subjects.

Curriculum design supports clear progression and readiness for the next stage of education, with pupils developing secure knowledge, vocabulary and subject understanding across the curriculum.

Development Priorities and Risk Although outcomes are strong, leaders remain vigilant in monitoring cohort variation and emerging trends.

As cohorts change, continued attention is given to ensuring that assessment identifies learning needs accurately and that teaching responds swiftly to misconceptions.

A priority is sustaining high attainment in core subjects while further reducing any remaining differences between pupil groups. Leaders are also strengthening the precision of assessments across subjects, particularly in foundation subjects, to ensure consistent interpretation of standards.

Potential risks relate primarily to maintaining the integrity of assessment and moderation systems as cohorts evolve. We will also be moving over to a new Assessment system. These risks are mitigated through regular external moderation, benchmarking and triangulation of evidence from assessment data, work scrutiny and pupil voice.

Overall Evaluation and Assurance Pupils achieve well at Beam Primary, and outcomes are securely above national averages across key measures. Progress from starting points is strong, disadvantaged pupils and pupils with SEND achieve well, and differences between pupil groups continue to diminish.

The school demonstrates strong capacity to sustain high outcomes, supported by reliable assessment systems, effective teaching and rigorous monitoring of pupil progress. Pupils leave the school well prepared for the next stage of their education and able to apply their learning with confidence and independence.

SEF Update (Attendance & Behaviour)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Attendance and Behaviour

Strategic Headlines * Overall attendance approximately 95–96%, broadly in line with the school’s target and above national levels. * Persistent absence below national averages, with continued improvement across reporting periods. * Rigorous attendance systems recognised by the Local Authority, including strong practice in addressing persistent absence (PA) and severe persistent absence (SPA). * Calm, respectful behaviour culture, where expectations are consistently applied and pupils feel safe and supported.

Strengths and Effective Practice * Attendance at Beam Primary remains strong, supported by robust monitoring systems and proactive pastoral support. Current school data indicates an overall attendance rate of approximately 95–96%, with persistent absence below national figures.

Attendance leadership is effective. Beam’s attendance officer maintains detailed tracking systems and leads early intervention where attendance patterns change.

The local authority attendance lead recently recognised the strength of this work, particularly Beam’s effective approach to reducing persistent absence and severe persistent absence.

Beam’s approach is strengthened by a multi-layered pastoral model. Alongside attendance monitoring, the Pastoral Support Advisor (PSA) works directly with families to address barriers to attendance and engagement. This relationship-based approach enables early support and contributes to sustained improvements in attendance.

Behaviour across Beam is consistently positive and respectful. Expectations are clear and applied consistently, and pupils move calmly around the school.

Strong relationships between staff and pupils contribute to a safe, supportive environment where pupils feel heard and supported.

Quality, Culture and Operational Effectiveness Behaviour routines are well embedded and contribute to a calm, orderly environment that supports learning. Staff consistently model expectations and reinforce positive conduct through daily interactions.

Leaders regularly monitor behaviour and attendance data, enabling timely and proportionate interventions where needed.

Pastoral systems ensure that support is accessible and responsive, while ongoing communication with families strengthens engagement and accountability.

Beam’s systems ensure that attendance monitoring, behaviour expectations and pastoral support operate coherently, translating policy into consistent practice across classrooms and the wider school environment.

Development Priorities * Leaders remain vigilant in monitoring attendance trends as cohorts evolve, particularly where pupils join the school mid-year or present with additional attendance barriers. * A continued priority is sustaining reductions in persistent absence and severe persistent absence, ensuring early intervention remains effective. * Leaders will also

continue to reinforce clear communication with families regarding behaviour expectations and reporting systems, ensuring all pupils feel confident and safe within Beam'sl community.

Overall Evaluation Attendance and behaviour are secure strengths of the school. Attendance is consistently strong, persistent absence is low, and systems for monitoring and intervention are effective.

Beam demonstrates strong capacity to sustain high standards of behaviour and attendance, supported by robust data analysis, effective pastoral support and positive relationships with pupils and families.

SEF Update (Personal Development & Well-Being)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Personal Development & Well-being

Strategic Headlines * Outstanding Personal Development recognised by Ofsted. * Coherent PSHE, RSE and citizenship curriculum supports pupils' understanding of wellbeing, safety and responsibility. * Strong pastoral and wellbeing systems support pupils' emotional health and resilience. * Extensive enrichment and pupil leadership opportunities develop confidence, citizenship and independence.

Strengths and Effective Practice Leaders have established a coherent personal development programme, with PSHE, RSE and citizenship education embedded across the curriculum.

Provision consistently supports pupils' understanding of risks, healthy choices and social responsibility, while emotional wellbeing is proactively supported. Pupils demonstrate increasing confidence and resilience and develop the ability to set personal goals.

Pupils demonstrate respect, tolerance and empathy in their interactions with others. Wellbeing needs are identified and supported effectively through strong pastoral systems and positive relationships between staff and pupils. Staff wellbeing is also supported by leadership, contributing to a stable and supportive school culture that underpins effective pastoral care.

Opportunities for pupil leadership and voice are meaningful and impactful.

Pupils contribute to aspects of school life and development, strengthening their sense of responsibility and belonging. A wide range of enrichment opportunities further develops pupils' confidence, social awareness and engagement with the wider community.

Provision supports the development of life skills, resilience and independence. Healthy lifestyles and responsible choices are promoted through the curriculum and wider school experiences, preparing pupils well for life beyond primary education.

Quality, Culture and Operational Effectiveness Personal development provision is coherently embedded across the school.

PSHE and RSE are integrated within the curriculum and supported through pastoral structures to ensure consistent messages around wellbeing, safety and healthy choices.

Enrichment opportunities are broad and accessible, supporting collaboration, perseverance and character development. Community engagement and wider experiences strengthen pupils' understanding of citizenship and social responsibility.

Leaders monitor pupils' wellbeing and personal development carefully, aligning pastoral support with wider school systems. This ensures that mental health, emotional wellbeing and inclusion remain central priorities. There is strong alignment between what pupils learn through the curriculum, the expectations for behaviour and the support they receive through pastoral systems.

Development Priorities * Leaders will strengthen structured opportunities for reflection and goal setting so that pupils routinely review their personal development and progress across year groups. * The school will also continue to expand equitable access to leadership and enrichment opportunities, particularly during lunchtime, ensuring participation remains broad as provision develops further. * Ongoing monitoring will ensure that wellbeing provision continues to reach all pupils effectively and that

staff capacity remains sustainable as pastoral needs evolve.

Overall Evaluation Personal development and wellbeing provision is coherent, inclusive and highly effective. Pupils benefit from meaningful leadership opportunities, a rich programme of enrichment and strong pastoral support that develops confidence, resilience and social responsibility.

The school demonstrates strong capacity to sustain and strengthen this provision, supported by clear leadership oversight, effective monitoring systems and a culture that prioritises wellbeing, inclusion and aspiration.

SEF Update (Early Years At School)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Early Years At School

Strategic Headlines * Outstanding Early Years provision recognised by Ofsted. * Cohort presents significantly high levels of SEND and developmental need, including a notable number of children entering Nursery and Reception not yet toilet trained. * Strong focus on communication, language development and personal independence

secures readiness for Key Stage 1. * Effective pastoral support, safeguarding and parental engagement underpin children's wellbeing and development.

Strengths and Effective Practice Leaders have established an ambitious and carefully sequenced EYFS curriculum that supports progression across all areas of learning. The curriculum prioritises communication, language, early literacy, numeracy and personal development, enabling children to build secure foundations for Key Stage 1.

The current cohort presents exceptionally high levels of SEND and developmental need, including a significant number of children entering the setting still in nappies or requiring additional support with personal independence.

Staff respond proactively to these needs through carefully structured routines, targeted support and strong partnership with families, enabling children to develop independence and readiness for learning.

Early pedagogy places language development and oracy at the centre of practice. Staff model rich talk and purposeful dialogue across adult-led and child-initiated learning, supporting children in developing vocabulary, communication, and early literacy skills. As a result, children demonstrate increasing confidence in speaking, listening and early reading behaviours.

Assessment processes are systematic and responsive, ensuring that next steps in learning are clearly identified and integrated into planning.

Teachers adapt provision effectively to support children with SEND and those requiring additional challenge. Transitions into Year 1 are well managed, with strong collaboration between phases to ensure continuity in learning and pastoral support.

Safeguarding and welfare are prioritised through a safe, nurturing and structured environment. Routines support children's wellbeing and personal development, while partnerships with parents strengthen consistency between home and school learning.

Quality, Culture and Operational Effectiveness The learning environment is stimulating, inclusive and developmentally appropriate, supporting exploration, curiosity and independence.

Outdoor provision extends learning opportunities and promotes physical development, communication and collaborative play.

For most families, parental engagement is a strong feature of the provision. Staff work closely with families to support children's development, particularly where additional needs or developmental delays are identified. This partnership supports improved attendance, wellbeing and readiness for learning.

Leaders monitor provision carefully through observation, assessment and professional dialogue with staff. Ongoing professional development ensures that staff maintain high expectations and respond effectively to the needs of a complex cohort.

Development Priorities * Leaders will continue to strengthen early independence and personal development, particularly for children entering the setting with significant developmental needs. * Further work will focus on deepening progression from EYFS into Key Stage 1, ensuring that early language, literacy and numeracy learning transitions seamlessly into the next phase. * Leaders will also continue to refine assessment-informed teaching and targeted support, enabling children with SEND and additional needs to make the strongest possible progress from their starting points.

Overall Evaluation Early Years provision is inclusive, responsive and ambitious, enabling children to make strong progress despite high levels of additional need within the cohort.

Effective teaching, strong pastoral care and close partnerships with families support children's language development, independence and readiness for learning.

The school demonstrates strong capacity to sustain and further strengthen EYFS provision, ensuring that all children—including those with significant SEND and developmental needs—develop secure foundations for future learning.

SEF Update (Leadership and Governance)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Leadership & Governance

Strategic Headlines * Clear strategic leadership with strong capacity for improvement. * Robust governance providing effective challenge and oversight. * Very strong SEND provision recognised by Ofsted, including specialist provision with a positive impact. * Carefully managed deficit recovery plan, ensuring financial sustainability while protecting educational quality.

Strengths and Effective Practice Leaders have established a clear and ambitious strategic vision for the school, underpinned by coherent improvement planning and a strong focus on securing high-quality provision for all pupils.

Improvement priorities are clearly articulated, with success criteria, monitoring processes and evaluation points aligned to school development.

Leadership decision-making is evidence-informed and responsive to the school's context. Resources, staffing and professional development are carefully aligned to strategic priorities to support teaching quality and pupil outcomes. Ofsted recognised the strength of provision for pupils with SEND, including very strong support and specialist provision that has a positive impact, validating leaders' targeted investment in inclusive practice.

Governors fulfil their strategic and statutory responsibilities effectively, providing appropriate challenge and oversight of school performance.

Safeguarding arrangements are carefully monitored, and governors maintain clear understanding of school priorities through regular reporting and professional dialogue with leaders.

The school is currently operating within a deficit recovery plan, reflecting wider funding pressures across the sector. Leaders and governors are working collaboratively to ensure that financial planning remains prudent and sustainable while protecting the quality of teaching, safeguarding provision and the breadth of the curriculum.

Quality, Culture and Operational Effectiveness Senior leaders promote a professional and accountable culture, supported by rigorous monitoring of teaching, outcomes, attendance and inclusion.

Leaders use this evidence to inform decision-making and ensure that improvement actions are timely and proportionate.

Professional development is purposeful and aligned with school priorities. Collaborative planning, instructional coaching and structured professional dialogue support consistent improvement in teaching practice. Staff wellbeing is actively supported, contributing to a positive professional culture and sustainable working environment.

Leadership actively engages with stakeholders, ensuring clear communication with parents, staff and external partners.

Partnerships with external agencies strengthen provision, particularly in supporting pupils with additional needs.

Operational systems ensure that resources, staffing and interventions are deployed strategically, enabling leaders to respond effectively to changing needs within the school community.

Development Priorities and Risk Maintaining the sustainability of SEND provision within financial constraints remains an important strategic consideration. Leaders continue to review deployment models, refine provision and strengthen partnerships with external agencies to ensure that pupils with additional needs receive effective support.

The school will continue to ensure that financial planning within the deficit recovery framework remains tightly aligned with improvement priorities, maintaining a clear focus on teaching quality and pupil outcomes.

Leaders and governors will also maintain close oversight of outcomes, attendance and inclusion, ensuring that monitoring remains rigorous as the school continues to adapt to changing financial and staffing contexts.

Overall Evaluation Leadership and governance are coherent, strategic and effective. Leaders demonstrate strong understanding of the school's context and priorities and respond proactively to emerging challenges.

Governance provides robust challenge and appropriate accountability, ensuring that statutory responsibilities are met and safeguarding remains secure.

Despite financial pressures, the school demonstrates strong capacity to sustain improvement, supported by clear strategic direction, effective monitoring systems and a committed staff team focused on securing the best outcomes for all pupils.